DOCUMENT RESUME

ED 038 660 CG 005 152

TITLE	Drug Abuse Education Program. Drug Abuse Education, Grades 5,7,9. Bibliography Included.
INSTITUTION	Baltimore City Public Schools, Md.
PUB DATE	69
NOTE	58p.
EDRS PRICE	EDRS Price MF-$0.50 HC-$3.00
DESCRIPTORS	*Decision Making, Decision Making Skills, *Drug Abuse, *Education, *Health Education, Lysergic Acid Diethylamide, Marihuana, Narcotics, Problem Solving, Socially Deviant Behavior, Social Problems, Student Problems, Student Subcultures, *Youth Problems

ABSTRACT

A drug abuse education program was implemented in grades five, seven, and nine in the Baltimore City Public Schools. Unit plans outline the curriculum content and learning activities for each of the three grades. The major objective in grade five is to familiarize pupils with various medically used drugs and to develop an understanding that they may be both beneficial or harmful according to the way they are utilized. In grade seven the pharmocology of drugs is studied in greater detail and an understanding of the sociopsychological aspects of drug usage is developed. The role of effective interpersonal relationships in preventing drug abuse is also stressed. In grade nine drug abuse is studied as a community problem and the topics include: (1) a description of medicinal uses of, and abuse reactions to depressants, stimulants, hallucinogens, narcotics, and solvents; (2) drug dependence and tolerance; (3) drug laws and regulations; (4) rehabilitation; and (5) decision-making processes. Throughout the program the students are recognized as participants and are encouraged to share ideas, think logically, and arrive at valid conclusions. Particular stress is placed on teaching young people how to make wise decisions. A bibliography for further reading on the subject is included. (RSM)

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY.

ED038660

DRUG ABUSE EDUCATION PROGRAM

May, 1969

Science Department

Baltimore City Public Schools

Baltimore, Maryland

CG005152

Drug Abuse Education Program

Objectives - In-Service Training, Drug Abuse Education Program

To develop changes in skills, insights and knowledge of teachers concerning drug abuse education

I. A better understanding of the stresses and problems that students face.

II. Increased awareness of the nature of the youth sub-culture.

III. Increased ability to communicate meaningfully with students in encouraging wise decision-making.

IV. Ability to convey pharmacological, legal and psychosocial data about drugs.

V. Ability to respond intelligently to students' questions about drugs.

VI. Ability to differentiate between use, misuse, and abuse of drugs.

VII. Ability to evaluate written and audio-visual materials about drugs.

5/1969

Drug Abuse Education Program

Grade 5

General Instructional Objectives

1. The student will be able to state both orally and in written form that drugs may be both beneficial and harmful according to the way they are used.

2. The student will be able to list three methods by which substances can enter the body.

3. Given a list of instructions, the student will be able to recognize three commonly used "warning instructions" concerning the use of substances.

4. Given a list of behaviors, the student will be able to identify feelings or emotions that may be involved.

5. The student will be able to state that both beneficial and harmful drugs come in many shapes, sizes and colors.

6. The student will be able to explain why sniffing of substances such as glue can be injurious to health.

7. The student will be able to construct a set of rules for safe use of medicines.

8. The student will be able to develop norms for appropriate behavior when making personal decisions about the use of substances.

Suggested Time Schedule: One week; one 45 minute period/day.

Drug Abuse Education Program

Curriculum Content: Grade 5

Understanding the use, misuse, and abuse of drugs

I. Drugs are commonly used in today's society.

A. Definition - Drugs are chemical substances which modify human behavior - physically, mentally, and emotionally.

B. Drugs in common use

1. Non-prescription
2. Prescription

C. Drugs may be beneficial

1. Medical uses

a. Relieving pain
b. Counteracting illnesses
c. Changing moods

2. Research

3. Veterinary science

4. Agriculture

D. Drugs may be harmful when misused and abused

1. May result in dependency
2. May result in overdosage
3. May result in unpredictable side effects
4. May result in undesirable behavior
5. May result in accidental death

II. Drugs come in many forms, sizes, shapes, and colors.

A. Many controlled drugs have no specific visible identifying characteristics and may be quite similar in appearance to many non-controlled drugs.

B. A single drug may be available in several forms

1. capsules
2. tablets
3. liquids
4. powders

C. A drug may be combined with one or more other drugs in a singular form

III. Substances may be introduced into the body by various methods.

A. Ingestion of substances through natural orifices

1. Taking of substances orally
2. Introduction of substances into orifice of large intestine
3. Inhalation of substances through nostrils/mouth

B. Implantation - introduction of substances beneath surface of skin

C. Injection - introduction of substances by devices such as a hypodermic needle

D. Application - introduction of substances by rubbing on the skin

IV. Misuse and abuse of substances intended to be helpful can cause harmful effects.

A. Drugs

1. Aspirin and A.P.C.
Possible kidney damage with extended use.

2. Cough medicines
Many contain depressants such as codeine and may result in:

a. loss of physical coordination
b. physical and psychological addiction
c. emotional instability
d. death in case of overdose

B. Other substances

1. Glue sniffing may result in:

a. intoxication which may cause delirium
b. liver, kidney and lung damage
c. anemia
d. death

2. Household cleaners

3. Gasoline

4. Contents of spray cans such as:

a. paint
b. pesticides
c. garden solutions

V. There are many ways to protect the individual and to improve community life.

A. Governments make laws to protect citizens

1. Laws attempt to control drugs
   manufacture
   possession
   transportation
   use

2. Legal restrictions differ in different localities

   international
   national
   state
   local

3. Violation of laws result in many problems

   a. Economics

      1) high cost of drug traffic
      2) loss of income
      3) crimes to obtain funds for drugs
      4) inability to work

   b. Family disunity

   c. Anti-social behavior

B. Education is important

1. Wise use of drugs

2. Prevention of misuse and abuse of drugs

3. Changed attitudes toward drug dependency (punitive to therapeutic)

C. Medical research provides knowledge of drugs and their effects

D. Community agencies provide

1. Education
2. Treatment
3. Rehabilitation

Drug Abuse Education Program

Learning Activities - Grade 5

I. Learning activities to help pupils make decisions based on facts

A. Develop with pupils a set of home safety rules for the purchase, storage and safe use of medicines.

B. Indicate ways of responding when offered substances and foods by friends and/or persons who are unknown.

C. Write individual definitions or opinions of such things as:

1. What is a drug?
2. What is a drug abuser?
3. Why would one take drugs?
4. What would you do if you knew that a member of your family or a close friend was taking someone else's medicine?

D. Compare personal definitions with latest acceptable medical or dictionary definitions.

E. Compare the many different answers given in the opinion questions. Discuss the cause and effect relationship between motivation and resultant behavior.

F. Given sets of pictures of commonly used substances prepare a chart or bulletin board display in these categories:

1. Internal human use
2. External human use
3. Not for human use

G. Given a list of commonly used medicines, categorize those that may be purchased across the counter and those that must be prescribed by a physician. Explain reasons.

H. Collect pictures from magazines and newspapers which show people of several ethnic groups displaying behaviors that are common to all peoples. e.g. Elation or happiness, sadness, pride of achievement, involvement in recreational activities, involvement in occupational activities, etc. Discuss how people are more alike than different.

I. List various ways substances enter the body.

II. Activities to provide maximum interaction among pupils

A. Dramatization - Develop role-playing situations about:

1. Medicine chest pilfering when parents are absent; possible results and plausible first aid measures

2. Accepting from strangers what appears to be candy but which may be a form of drugs (especially at Halloween)

B. Describe personal feelings under trying experiences. e.g. when frightened, angry, happy, sad, etc. Indicate several possible behavioral responses to these feelings.

C. Transparency and poster making

1. Medicines used internally
2. Medicines used externally
3. Medicines harmful without directions
4 Medicines prescribed only by doctors

D. Collect and draw warning signs on containers of various products.

E. While viewing your favorite TV programs or listening to the radio, make a list (tally) of the number of times when the commercials encourage you to modify (change) your feelings or outlook on life through the use of a substance or product. (Newspaper and magazines may also be used.)

F. Clip articles from newspapers or magazines concerning problems of drug abuse. Discuss the general consequences of such problems.

DRUG ABUSE EDUCATION

Grade 5

September, 1969

Science Department

Baltimore City Public Schools

Baltimore, Maryland

CG 05152

Introduction to the Teacher

Grade 5

The approaches to the topic of drug use and abuse will necessarily vary from class to class. The experiential backgrounds of the children necessitate different attacks on the subjects. It would be wrong to assume that all children have limited knowledge of addictive and habit forming drugs.

Realistically, the level of knowledge and sophistication will vary from school to school and within a given fifth grade; therefore, each teacher must decide on the most practical and logical approach for her own children. He should be prepared to answer questions about drugs from the common aspirin to the seriously abused ones such as amphetamines, barbiturates, and narcotics.

Familiarity with the background information contained in "Drug Abuse Education Program - Information for Teachers" is desirable. The teacher should also be familiar with current news happenings in the area of drug abuse both nationally and locally. He must be aware of the learnings the child has gained from television and newspaper.

Indeed, these two media, the newspaper and TV, could well serve as sources for an introduction to a lesson on drugs and their uses and abuses. Using the children's own experiences and exploring their knowledges about the topics is most desirable. The children should definitely be recognized as participants and be encouraged to share ideas, to think logically, and to arrive at valid decisions.

In view of the diversities in the backgrounds of children it would seem erroneous to assume that one could present detailed lesson plans that would meet the needs of all fifth graders. Therefore, the following material contains only skeletal plans that must be implemented by each teacher according to his own capabilities, the characteristics of his class, and the availability of materials.

MATERIALS

These materials will be use ful in teaching drug abuse:

Empty containers of various drugs (medicines)

aspirin
BC or Stanback (powder and tablet containers)
cough syrup
cough drops
Milk of Magnesia (liquid and tablet)
rubbing alcohol
Merthiolate or Mercurochrome
Ex-lax
Bufferin
prescription drugs
Anacin
Contac
Spec-T
Zestabs
Sominex
Stanback
Ionized Yeast
Blistex

Empty containers of household substances

lighter fluid
airplane glue
spot remover
nail polish
flea powder and tick spray
garden spray
hair spray

Magazine pictures advertising drugs and household products. (Life, Family Circle, Women's Day, Good Housekeeping and Redbook are good sources). It will be noted that magazines carry fewer drug advertisements than they did a few years ago. T.V. commercials to some extent have superseded magazine advertisements. These materials can be used for several lessons to show the form and shape of drugs as well as to illustrate those intended for internal or external use and those not for human use.

Lesson A

GRADE 5

Topic I: Drugs are commonly used in today's society.

Objective: The child will be able to state that drugs may be both beneficial and harmful according to the way they are used.

Materials:

Empty containers of various drugs (medicines)

Aspirin	Milk of Magnesia (liquid or tablets)
cough drops	rubbing alcohol
cough syrup	Merthiolate
BC powder or tablets	sample prescription drugs (labeled)
Stanback	Mercurochrome

Prodecure:

1. Have children examine the displayed materials.

2. Ask the following questions:

   - What do you call all these things?
   - What similar medicines (or drugs) can you name?
   - When have you used or been given any of these?

3. Through discussion establish a working definition of the word "drug".

   - Why do we call these substances drugs?
   - What is a drug?

4. Get exact definition from dictionary.

5. Develop an understanding of the differences between prescription and non-prescription drugs.

   - Where do we get drugs?
   - Which ones can be bought at the drug store? At the grocery store?
   - What are the differences between the drugs bought at the drug counter and those ordered from the druggist (pharmacist)?
   - Separate the prescription from the non-prescription drugs.

- Why are these drugs separated? (Controlled drugs are prescribed by a physician; non-controlled drugs which are not prescribed, can be purchased in many stores).

- Why are some drugs prescribed only by a physician? (They contain powerful substances and are legally required to be prescribed).

6. Develop an understanding that drugs are both beneficial and harmful.

- Why does a doctor (physician) prescribe medicine (drugs)?
- What other uses are made of drugs?
- When may drugs be harmful?

Discuss with children ways of finding more information on drugs.

Assign class to listen to TV and radio, or read the newspapers about drugs and their use or misuse.

Assign class to bring in pictures of drugs from newspapers. Issues of magazines may be brought in to avoid mutilation.

Lesson B

Topic II: Drugs come in many forms, sizes, shapes, and color.

Objective: The pupil will be able to state that both beneficial and harmful drugs come in many forms, sizes, shapes, and colors.

Materials:

(It is suggested that the pills and capsules be coded and placed in containers.)

Tablets and pills similiar in color, shape, size (e.g. aspirin, Bufferin, Excedrin, Di-gel, Stanback, etc.)

Capsules of different drugs

Powders

Candies that look like drugs (e.g., Ex-lax, Feen-a-mint)

Transparencies showing the different forms of drugs

Pictures of prescription and non-prescription drugs showing various forms, sizes, shapes, and color.

Procedure:

1. Discuss the materials to secure answers to the following:

   What is a drug?
   What is the difference between a prescription and a non-prescription drug?

2. Have the pupils observe the actual materials.

   How are they alike?
   How are they different?

3. Have pupils relate personal experiences with any drug.

4. Have pupils group the materials according to the following: (pills, liquids, powders, capsules)

   form

   size

   shape

5. Mount on a card a number of pills of the same size and color. Discuss.

6. Discuss individual drugs that come in different forms.

   Milk of Magnesia

   Stanback

   Geritol

7. Discuss pictures of controlled and non-controlled drugs. Have pupils try to identify by sight. Discuss the fact that some drugs have no specific identifying characteristics.

8. Discuss advertisements of drugs containing one or more drugs combined in a single form.

   What is in a Contac capsule?
   How does plain aspirin differ from buffered aspirin?

9. Have pupils arrange empty containers according to form of medicine.

10. Have blindfolded pupils identify by touch a drug selected from a box. Have pupils try to determine if drug selected is beneficial or harmful.

11. Have pupils indicate the forms, sizes, shapes, and colors of several drugs on display that are considered to be beneficial.

12. Have pupils indicate the same for harmful drugs.

Lesson C

Topic III: Substances may be introduced into the body by various methods.

Objective: The pupils will be able to list three methods by which substances enter the body.

Materials:

Bulletin board of:

Magazine advertisements for various drugs, e.g.

aspirin	children being inoculated
capsules	nose drops
cough syrup	inhalers
rubbing alcohol	others for human use

(Life, Woman's Day, Family Circle, National Geographic, and other magazines are good sources of pictures.)

Materials used in Topics I and II may be used again.

Procedure:

1. Use materials from Topic II and have pupils classify them according to form.

Drug	Form	How It Enters Body	New Term
Aspirin	pills		(See curriculum
Milk of Magnesia	liquid		Content: III)
Contac	capsule		

2. Have only first two headings on chart now.

3. Show pictures of inhalers and discuss how the substances in the inhalers enter the body.

4. Show picture of children being inoculated and discuss reasons for inoculation. Also discuss how substances enter the body.

5. Show a bottle of rubbing alcohol and discuss how the substance is used.

6. Name the ways in which substances enter the body. (ingestion, inhalation, injection, application)

7. Discuss other drugs that enter the body in each of these three categories.

8. Now add third heading to chart, How It Enters the Body.

9. Fill in information for a few of the drugs discussed.

10. Have children take assignment for the remainder of the drugs to be added to the list and the third heading completed.

11. Have the children arrange the pictures on the bulletin board under the following headings:

For Internal Use

ingestion inhalation injection

For External Human Use

application

Last column New Term may be filled in if teacher feels her class can master the terms.

Lesson D

Topic IV: Misuse and abuse of substances intended to be helpful can cause harmful effects.

Objectives:

The pupil will be able to state that drugs may be both beneficial and harmful according to the way they are used.

The pupils will be able to explain why sniffing of substances such as glue can be injurious to health.

The pupil will be able to construct a set of rules for safe use of medicines.

Given a list of instructions, the pupil will be able to recognize three commonly used "warning instructions" concerning the use of substances.

Materials:

Bulletin board display

Chart

Containers

Procedures

1. Have pupils recall the ways in which substances enter the body.

2. Discuss what would happen if drugs were taken into the body in the wrong way.

3. Develop an understanding that misuse of any substances may result in uncomfortable feelings, sickness, or death.

4. Discuss why aspirin bottles have safety caps. Develop an understanding that these caps can prevent accidental misuse.

5. List several items (e.g. nail polish remover, gasoline, airplane glue, paint thinners, spray garden solutions). Have pupils describe their use. Show, through discussion, that misuse of useful substances can be dangerous.

6. Ask pupils whether they would use flea powder on their bodies. Relate answers to the misuse of substances.

7. Have pupils read labels on empty medicine bottles, household cleaners, and spray garden solutions. Discuss how reading the label can prevent misuse of substances.

8. Have pupils prepare a tally sheet of medicines that they are taking or have taken over a period of time. Discuss the possible dangers of overuse (abuse) of commonly used drugs such as aspirin and other preparations.

9. Have pupils make posters of warning instructions found on containers of various products.

10. Have pupils develop role-playing situations that will dramatize

    - dangers of sniffing volatile substances
    - effects of abusing cough syrups
    - proper handling and storage of drugs, household cleaners and insecticides
    - dangers of "taking a dare" by inhaling volatile chemicals

11. Discuss reasons for the abuse of substances.

12. Discuss dangers of misusing volatile chemicals.

13. Have pupils complete this assignment.

    Write "beneficial" or "harmful" beside each of the statements:

    1. John's mother gives him aspirin to relieve pain.
    2. Mary gives aspirin to her baby sister without her mother's knowledge.
    3. Dorothy is found in the basement sniffing glue.
    4. Mrs. James uses nail polish remover to remove her nail polish.

Lesson E

Topic V: There are many ways to protect the individual and to improve community life.

Objective:

The pupil will be able to state how laws protect citizens against drug misuses and abuses.

Materials:

Assignment from Lesson Idea D. Labels from containers used in previous lessons. Magazine articles or other written materials on subject.

Procedures:

1. Discuss previous day's assignment.

2. Review information required on drug labels. (e.g. dosage, warning, name of product, manufacturer).

3. Discuss the differences between the label information on over-the-counter and prescription drugs.

4. Discuss the need for this information.

5. Discuss the source of these regulations or laws. (Discussion should reinforce the idea that laws are passed for the protection of citizens).

6. Discuss state and city legislation dealing with substances of abuse. (e.g. legislation to control glue sniffing and abuse of cough syrup). This information might be secured from special reports from capable individuals.

7. Discuss the work of the Food and Drug Administration in testing and checking new drugs.
This discussion could be the result of group or individual assignments.

8. Discuss the role of the Federal government in controlling drugs. Using transparencies, list the major legislation for drug control.

9. Discuss problems resulting from violations of the law. To stimulate discussion present situations similar to the following:

A dog, not on a leash and without a tag, bites a child.
A driver is stopped for speeding.
A boy is caught selling cough syrup.
A girl is accused of shoplifting.
Some children are caught sniffing glue.

10. Have children write a short paragraph (collectively or individually) "Why Laws are Necessary".

(Another lesson could involve further reaction to the foregoing problems. Some fifth graders might be responsible for finding out exactly what the laws are that govern each situation. Others might be informed enough to discuss the harmful social and physical results as compared with the legal aspects).

Lesson F

Topic VI: Anyone can abuse or misuse drugs.

Objectives:

The pupils will be able to identify at least three ways in which a person may misuse or abuse drugs.

The pupils will be able to select from several situations those which may or may not lead to drug abuse.

Materials:

Same as in other lessons
Pictures of people displaying different feelings.

Procedure:

1. Have children recall meaning of "misuse" and "abuse".

2. Ask the pupils to explain why they consider these situations examples of drug use, misuse or abuse.

   Bill and his father are gluing a model airplane.
   A child is taking another person's medicine.
   Mother is giving baby some aspirin.
   A girl is taking a pill of unknown substances that a friend had given her.
   John is taking his vitamin pills.
   Several children are drinking cough syrup in an alley.

3. Have pupils share other experiences of misuse and abuse.

4. Show pictures of people and discuss their feelings.

5. Discuss why different individuals behave differently under the same situations.

6. Decide if these people might feel as they do because of drugs.

7. Show pictures showing various home environments, club groups and group activities showing all ethnic and socio-economic groups, e.g.,

   - poor people
   - rich people
   - happy children at play

- sad, lonely children

- unemployed men on a street corner

- men and women at work

- drive-in restaurant

8. Have pupils discuss pictures, giving their impressions of the situations shown. How could any of these situations lead to drug abuse?

9. Discuss ways of preventing drug abuse being sure to discuss ways that education can prevent drug abuse.

Other Lesson Ideas

Invite a speaker from one of the social agencies to talk to class.

Have children interview a group of persons knowledgeable to the field of drug use and abuse. (Multidisciplinary approach)

Create a play involving the use and abuse of drugs. Present the play to another class. Include poems, songs, and art work in the program.

View television lessons on drug abuse and misuse and follow through on suggested activities. Three lessons are scheduled for Fall 1969; dates October 27, 28, 29, 1969 -- to be repeated December 15, 16, 17, 1969.

Have children compose and write letters to government agencies to secure literature on the topic.

Have an art lesson to make posters depicting misuse and abuse of drugs. Display posters in school.

Baltimore City Public Schools

Baltimore, Maryland

Drug Abuse Education

Grade 7

Secondary Science Department

November, 1969

CG005152

Drug Abuse Education Program

Grade 7

Overview

In a nation of pill-takers, it should not be surprising that drug abuse has become a serious problem.

Many behavioral scientists have described drug abuse as a form of escape. Hopefully, through education, the development of an actual drug abuse situation will be prevented.

It is important that the teacher recognize his role in the Drug Abuse Education Program. The teacher should present the students with accurate information, avoid preaching or moralizing, help them to comprehend the problem, and guide them in making sound decisions which will affect their lives.

It is suggested that this unit be a part of a three-unit sequence at the seventh grade level.

Quackery and the Dangers of Self-Medication

Drug Abuse Education

Growing Up in the Junior High School

Nov. 1969

Drug Abuse Education

Specific Behavioral Objectives - Grade 7

1. Given a list of common drugs and other toxic substances the student will be able to

   - indicate the order of their relative danger
   - identify the different forms in which they might appear
   - list the manner in which they enter the body

2. The student will be able to list some effects of drug abuse.

3. Given a list of drug effects the student will be able to indicate which are beneficial and which are harmful.

4. The student will be able to state both orally and in written form factors which through recorded history have been thought to contribute to drug abuse.

5. The student will be able to identify those factors that influence an individual's use or abuse of drugs.

6. Given a list of situations the student will be able to recognize legal restrictions on possession and use of drugs.

7. Given a list of situations the student will be able to identify which exemplify acceptable behavior.

8. The student will be able to list agencies (social, legal, educational) that are engaged in alleviating the problem of drug abuse.

9. Given examples of social and personal problems the student will be able to indicate if the use of drugs provides the best solution.

10. The student will be able to select from suggested solutions that which is best for the indicated problem.

Nov. 1969

Proposed Drug Abuse Education Program

Curriculum Content - Grade 7

I. Pharmacology

- A. Characteristics of drugs
- B. Effects of drugs
- C. History of drugs

II. Psycho-Social Aspects

- A. Recognition of different life-styles
- B. Role of the environment in the use of drugs
- C. Role of the individual in the use of drugs
- D. Society's involvement with the drug problem

III. Interpersonal relationships

- A. Personal adjustment
- B. Peer interaction
- C. Family relationships
- D. School and community relationships
- E. Role of the individual in society

Nov. 1969

Drug Abuse Education Program

Curriculum Content: Grade 7

I. Pharmacology

A. Characteristics of drugs
1. Drugs come in many forms, sizes, shapes and color.
2. Substances may be introduced into the body by various methods (ingestion, implantation, injection, application)

B. Effects of drugs
1. Drugs may be used for beneficial reasons.
a. Medical uses
b. Research
c. Veterinary science
d. Agriculture

2. Drugs may be misused causing
a. Dependency
b. Overdosage
c. Unpredictable side effects
d. Undesirable behavior
e. Accidental death

3. Drugs may be abused causing
a. Depression
b. Stimulation
c. Distortion
d. Intoxication
e. Delirium

C. History of drugs
1. Chemicals have been abused and misused as far back as 4000 B.C.

2. Some chemicals are abused more than others
a. Volatile chemicals (glue, paint thinner, gasoline)
b. Controlled drugs (depressants, stimulatns, hallucinogens)
c. Narcotic drugs (marijuana, opiates, cocaine)

II. Psycho-Social Aspects

A. Recognition of different life styles
1. Humans differ in racial, ethnical, and religious backgrounds.
2. Life styles have merit for the individuals involved.
3. Individuals are more alike than different.

B. Role of the environment in the use of drugs
1. Environment is a factor in determining which drugs are abused.
2. Environment is a factor in determining the extent of drug abuse.

C. Role of the individual in the use of drugs
   1. Individuals differ in their involvement with drugs.
   2. Individuals differ in their reactions to drugs.

D. Society's involvement with the drug problem
   1. Society failed in the past to control the manufacture and use of drugs.
   2. Advertisement of drugs has filled the communication media.
   3. Drug education programs have been established in schools.
   4. Agencies for treatment of drug abusers are available.
   5. Laws to control the manufacture, possession, use and transportation of drugs have been passed.

III. Interpersonal relationships

A. Personal adjustment
   1. Development of a worthwhile self-concept is necessary.
   2. Development of a sense of values is essential.
   3. Individuals need to feel successful.

B. Peer interaction
   1. An individual must have a feeling of belonging.
   2. An individual must get along with his peers.
   3. An individual must be able to withstand pressures of his peer group.

C. Family relationships
   1. It is necessary for one to understand family problems.
   2. An individual must assume responsibilities as a family member.
   3. An individual must be able to accept his family.

D. School and community relationships
   1. An individual must learn self-control.
   2. He must learn to understand other points of view.
   3. He must learn from failure and defeat.

E. Role of the individual in society
   1. He must learn effective methods of problem solving.
   2. He must learn to release frustrations in a harmless fashion.
   3. He should learn to guide his natural curiosity into constructive channels.
   4. He must develop a life philosophy compatible with the society in which he lives.

Nov. 1969

LEARNING ACTIVITIES - GRADE 7

Have a student keep for a week a file of all newspaper or magazine advertisements and/or articles dealing with drugs.

Have students set up a "fact and rumor" clinic on controlled and narcotic drugs. Students could publish a fact sheet as a summarizing activity.

Have students compile a list of substances which are advertised to modify their feelings, behavior, or outlook on life.

Have students use current materials and prepare reports on controlled and narcotic drugs and volatile chemicals. Assign each student a mild substance and a strong one. Discussion will arise from information contained in reports.

Have students develop a chart illustrating the properties and effects (from mild to powerful) of each substance or group of substances.

Have students prepare lists of drugs found in their medicine cabinets. Discuss differences between prescription and over-the-counter drugs.

Discuss self-medication with special emphasis on use and abuse of barbiturates, amphetamines and codeine.

Discuss nature of substances that have abuse potential.

Use discussion, role-playing, and dramatization to develop understanding of the effects of substances that have abuse potential.

Use discussion, role-playing, and dramatization to develop understanding of the role drugs have played throughout history.

Have students prepare reports on the history of various drugs of abuse.

Discuss ritual and medical uses of narcotic drugs.

Have students prepare charts and graphs showing changes in trends of abuse of drugs.

Use pictures showing people in different kinds of activities. Have students describe feelings of the people pictured.

Discuss feelings and emotions. Discuss students behavior when they experience certain feelings. (This could be a role-playing activity in which situations are described and students respond with the feelings they would experience.)

Use bulletin board display or develop chart to show substances used to change feelings and behavior. Discuss why people use substances to change feelings.

Have students prepare reports on substances used by other cultures for changing behavior.

Have students describe social situations, (e.g. "rek" center, club party, "hanging around" shopping center) and give reasons for using or not using drugs in the particular situations.

Use open-end stories involving boys and girls who display different personalities. Include different races, physical types, and emotional states. Have students complete stories by describing situations in which drugs might be used, and giving reasons for deciding whether or not to try or use drugs.

Discuss why certain individuals may try and possibly abuse drugs.

Have students survey class, family, or neighborhood to determine attitudes toward drug abuse.

Summarize by having students list some factors that may affect an individual's decision to be a drug user or drug abuser.

Use chart or transparency of groups of drug substances to discuss which substances can be purchased and possessed and which are prohibited.

Use transparency or chart to show differences in laws concerning drugs. Discuss how these controls vary and why.

Discuss the following topics:

Why Drugs Are Used
Why Use of Some Drugs is Restricted
Why Use of Some Drugs Is Prohibited
How Drug Abusers Are Treated

Have students write opinions on how drug users and drug abusers differ.

Have students write paragraphs on:

An Individual I Admire and Respect
My Autobiography
What I Do When I Make A Decision
What I Would Like to Be As An Adult
My Greatest Fear
My Greatest Disappointment

Discuss personality development.

Have students write a personality sketch of themselves.

Have students write opinions on what it takes to be "grown-up."

Discuss how family patterns and relationships, neighborhood, school patterns, and friends may affect personality development.

Have debate or panel discussion on "going along with the crowd."

Use role-playing situations to develop understanding of problems that occur between parents and children (with emphasis on teen-agers).

Discuss importance of family and differences in family patterns.

Have students prepare role-playing activities which stress the influence of peer-group pressure on individual standards of conduct.

Have students write opinions on several of the following topics:

Accepting Myself
Understanding and Accepting Changes
Understanding My Community
How I Can Become a Responsible Citizen
My Role as a Good Family Member

Have each student consider his personality traits, list those which he would like to change and discuss the ways in which he would change them.

Have students discuss the idea of choice-making, stressing choices between using and abusing substances.

GLOSSARY OF SLANG TERMS

Drug abusers use a special language. It is important for the teacher to realize that these terms vary from time to time, and from locality to locality. <u>They are meant for the teacher's information, not for teaching purposes</u>.

ACID LSD... lysergic acid diethylamide
ACID HEAD... one who uses LSD
ARTILLERY... equipment for injecting drugs
BAD SCENE... a situation likely to result in unpleasant drug experience
BAD TRIP- BUM TRIP... an unpleasant experience with LSD
BAG... container of drugs
BAGMAN... one who supplies drugs
BALE... a pound of marijuana
BALL... a party; to have a good experience with drugs
BALLOON... a small packet of narcotics
BANG... an injection of narcotics
BELTED OUT... to be arrested
BIG JOHN... the police
BIRDS EYE... a very small amount of narcotics
BIZ... equipment for injecting drugs
BLAST, BLAST A JOINT... to smoke a marijuana cigarette
BLASTER... under the influence of drugs
BLOW HAY, BLOW POT... to make a marijuana cigarette
BLOW ONE'S MIND... to break with personal reality
BOMBIDO... injectable amphetamine
BOO... marijuana
BOOT... under the influence of drugs
BREAD... money
BUMMER... an unpleasant drug experience
BUSTED... to be arrested
CAN... approximately an ounce of marijuana
CAP... capsule such as "cap of LSD"
CATCH UP... to withdraw from a drug
CAMP... a drug abuser who won't reveal his source of supply
CHARGE... marijuana
CHIPPING... taking small amounts of drugs on an irregular basis
CHIPPY... one who uses heroin just occasionally
FLOATING... one under the influence of drugs
FLYING... under the influence of drugs
FOLD UP... to withdraw from drugs
FOOTBALLS... a combination of dextroamphetamine and amphetamine
FREAKOUT... a bad LSD experience
FUZZ... police or Federal agents
CEETIS... money
GET THE WIND... leave a place
GIVE WINGS... to teach a person to inject the heroin himself
GLUED... to be arrested
GONG... an opium pipe
GONG BEATER... one who smokes opium
GUIDE... a person who "baby sits" for the psychedelic user during a trip

GUN... eyedropper
HANG-UP... to withdraw from drugs
HAY... marijuana
HEAD (POTHEAD, ACID HEAD)... one high as much of the time as possible on LSD, marijuana, or hashish
HIT... to buy drugs
HORNING... sniffing narcotics
JOINT... a marijuana cigarette
JOY POP... an occasional injection of narcotics
JUGGED... to be arrested
JUNKIE... a narcotic addict
KICK THE HABIT... to stop using drugs
LAYOUT... equipment for taking drugs
LID... approximately one ounce of marijuana
LID-UP... to be under the influence of drugs
MAIN-LINE... to take drugs directly intravenously
MAKE THE TURN... to withdraw from drugs
(the) MAN... police
MANICURE... to prepare marijuana for use in a cigarette
MONKEY... a drug habit where physical dependence is present
MUD... opium which is smoked
MULE... one who supplies drugs
NICKEL BAG... five dollars of narcotics
NOD... to behave in lethargic manner when under the influence of drugs
ON THE GROUND... out of jail, on the street
ON ICE... in jail
ON THE NOD... under the influence of drugs
PACK... a packet of heroin
PANIC... a scarcity of drugs
PAPER... a prescription
PIECE... an ounce of narcotics
POKEY... jail
PSYCHEDELIC... mind-manifesting
PUSHER... a seller of drugs
PUT ON... to deceive or confuse intentionally
READER... a prescription
REEFER... a marijuana cigarette
ROACH... a marijuana cigarette butt
SCORE... to purchase drugs
SCORING... making a purchase of narcotics
SCRATCH... money
SHOOT... to take drugs by needle
SHOOTING GALLERY... a place where narcotics are used in injection
SKIN POP... to inject drugs under the skin
SNIPE... a marijuana cigarette butt
SNORT... to take drugs by sniffing through the nose
SPEED FREAK... one constantly high on amphetamines
SPIKE... a needle used for injecting drugs
SPLIT... to leave or run away
STASH... to hide illegal drugs
STICK... a marijuana cigarette
STONED... to be high on drugs
STRUNG OUT... heavily addicted
SWINGMAN... one who supplies drugs

TEA HEAD... a marijuana smoker
TEXAS TEA... marijuana
TRAVEL AGENT... in psychedelic terms, the person who provides the trip
TRIP... a psychedelic experience
TURKEY... narcotics of poor quality
TURN ON... to alter awareness, with or without chemicals
TURNED OFF... to have lost interest or enthusiasm for something
TWISTED... under the influence of drugs
WASHED UP... withdrawn from drugs
WEED-HEAD... one who uses marijuana

Nov. 1969

Baltimore City Public Schools

Baltimore, Maryland

Drug Abuse Education

Grade 9

Secondary Science Department

November, 1969

CG 005152

Drug Abuse Education

Grade 9

OVERVIEW

Why should young people be involved in a study of the problem of drug abuse? This question, posed to a group of high school students, drew forth responses which are summarized below. It is interesting to note that they reflect the feelings of concerned adults in all walks of life.

The student felt that it was important that the course inform them of:

1. the possible damage caused by the use of drugs for "kicks"
2. the "whys and wherefores" of the use and abuse of drugs
3. the danger of taking drugs without prescription
4. the ways to help people who have allowed drugs to "rule their lives"
5. the ways in which drug abuse may affect their lives, now and in the future
6. the dangers and problems which may result from taking drugs through ignorance, rebellion, or boredom
7. the social problems which lead some people to look upon drugs "as a way to freedom" or "gateway out of the jungle"
8. the complete story of drugs and their effects (The students stressed the point that they obtain this knowledge from the schools instead of from other sources which may give incorrect, misleading, and harmful information.)

In an attempt to implement the suggestions of students, these problems have been considered from the outset:

1. Why do people take drugs?
2. How do drugs affect man:
3. Why has the problem of drug abuse become so important within the past few years?
4. How have the advances of medical science affected the problem of drug abuse?
5. What are some instances of use and abuse of drugs since the dawn of recorded history?
6. Why should our youth be involved in a study of the problem of drug abuse?
7. What possible approaches might be employed in an educational program designed to acquaint our youth with the problem of drug abuse?

Before we proceed, it should be our responsibility to understand our own attitudes, to define our own objectives, and to bring into focus the opinions, desires, and concerns of the students. We feel that the data should not be presented mechanically nor emotionally, but that the students should be recognized as participants and encouraged to share ideas, to think logically, and to arrive at valid conclusions.

We feel that particular stress should be placed on teaching young people how to make decisions about matters that will affect their entire lives. This then is the role of the teacher: to teach the processes necessary for decision making.... observing; determining the nature of a problem; gathering, recording, and evaluating data; and analyzing facts about a problem. The outcome of this instruction should be the development of a student who is capable of deciding upon a plan of action when a problem arises and making a wise decision for treating the effects of the problem. The role of decision-maker is indeed the most important role the student must learn. He must make many decisions during his entire lifetim.

DRUG ABUSE EDUCATION

Specific Behavioral Objectives - Grade 9

1. The student will be able to identify from a list of drugs those most commonly abused by teenagers.

2. The student will be able to describe conditions which may motivate an individual to abuse drugs.

3. The student will be able to explain the methods by which drugs are introduced into the body.

4. The student will be able to verify the fact that drugs affecting the nervous system may change human behavior.

5. The student will be able to show that for a given drug a change in behavior can be predicted.

6. The student will be able to interpret data to show that drugs affect the nervous system by increasing activity, by decreasing activity, and by causing hallucinations.

7. Using a drug data sheet, the student will be able to indicate the different effects of volatile chemicals on human behavior.

8. Given a number of examples of drug use and abuse, the student will be able to differentiate among them.

9. After reading data on the sources of drugs, the student will be able to state which drugs are derived from plants and which from chemicals.

10. Given a number of situations involving drugs, the student will be able to distinguish between psychological and physical drug dependence.

11. Given examples of drug use and abuse, the student will be able to verify the fact that using drugs is an inadequate solution to a problem.

12. The student will be able to state examples of legal and illegal sources of drugs.

Drug Abuse Education

Curriculum Content - Grade 9

I. Introduction
   - A. Need for decision making
   - B. Various methods for reaching decisions
   - C. Desired method of reaching decisions
   - D. Community problems involving decision making

II. Drug abuse, a community problem
   - A. Definitions
   - B. Sources of drugs
   - C. Classification of abused drugs
   - D. Methods of introducing drugs into the body

III. The depressants
   - A. Described
   - B. Medical uses
   - C. Abuse reactions

IV. The stimulants
   - A. Described
   - B. Medical uses
   - C. Abuse reactions

V. The Hallucinogens
   - A. Described
   - B. Medical uses (LSD)
   - C. Abuse reactions (LSD)

VI. The narcotics
   - A. Described
   - B. Medical uses
   - C. Abuse reactions

VII. The solvents
   - A. Described
   - B. Effects
   - C. Abuse reactions

VIII. Drug dependence and tolerance
   - A. Definitions
   - B. Effects

IX. Drug laws and regulations
   - A. International
   - B. National
   - C. State
   - D. Local
   - E. Interpretation of laws

X. Rehabilitation
   - A. Detection of drug abusers
   - B. Treatment

Drug Abuse Education

Curriculum Content - Grade 9

I. Introduction

A. Need for decision making
   1. Presence of many problems
   2. Necessary to solve life's problems

B. Various methods for reaching decisions
   1. Practicing trial and error
   2. Reacting emotionally
   3. Collecting and evaluating data

C. Desired method of reaching decisions
   1. Identifying a problem
   2. Observing
   3. Recording data from observations (formally or informally)
   4. Evaluating data
   5. Analyzing facts about problem
   6. Developing plan of action for solving problems
   7. Determining steps for treating effects of problem

D. Community problems involving decision making
   1. Traffic problems
   2. Nuclear attack
   3. Air pollution
   4. Fire hazards
   5. Drug abuse

II. Drug abuse, a community problem

A. Definitions
   1. Drug - a chemical substance that modifies behavior
   2. Drug Abuse - use of drugs for a purpose other than one intended

B. Sources of drugs
   1. Original sources - plants, animals, chemicals
   2. Legal procurement - prescriptions, over-the-counter
   3. Illegal procurement - altering date and dosage on existing prescription, forging prescription on stolen prescription pad, buying from pusher, stealing from manufacturer or pharmacists

C. Classification of abused drugs
   1. Depressants - the Barbiturates, Librium, Miltown, Thorazine
   2. Stimulants - the amphetamines, Benzedrine, Dexedrine, Diphetamine, Methadrine
   3. Hallucinogens - marijuana, mescaline, LSD
   4. Narcotics - opium, morphine, codeine, heroin, paregoric
   5. Solvents - gasoline, lighter fluid, ether, glue

D. Methods of introducing drugs into the body
   1. Injection
   2. Ingestion
   3. Implantation
   4. Application

III. The depressants

A. Described

   1. Include the barbiturates (Phenobarbital, pentobarbital, secobarbital)
   2. Depress the central nervous system
   3. Known as sedatives, hypnotics or tranquilizers
   4. Promote sleep
   5. Labelled "barbs," "goofballs," "peanuts," "sleeping pills," "candy"

B. Medical uses
   1. Prescribed to induce sleep
   2. Used in cases of acute anxiety, hyperthyroidism, and high blood pressure
   3. Prescribed in treatment of both physical and mental illnesses

C. Abuse reactions
   1. Slurring of speech, staggering, loss of balance, falling
   2. Quick temper and a quarrelsome dispostion
   3. Physical dependence
   4. Development of tolerance

IV. The stimulants

A. Described
   1. Include the amphetamines, caffeine, cocaine
   2. Stiumlate - the central nervous system
   3. Produce excitation, alertness, increased activity and initiative
   4. Develop ability to go without sleep for prolonged period
   5. Labelled "pep-pills," "bennies," "wake-ups," "speed"

B. Medical uses
   1. Reduce appetites for obese patients
   2. Treat Parkinsons disease
   3. Treat minor mental disorders
   4. Treat narcolepsy (overwhelming desire to sleep)

C. Abuse reactions
   1. Loss of appetite
   2. Development of body tolerance
   3. Excitability, talkativeness, tremor of hands
   4. Delusions and hallucinations
   5. Psychic or emotional dependence
   6. High blood pressure
   7. Abnormal heart rhythms or even heart attacks
   8. No physical addiction
   9. Depression following alertness and freedom from fatigue

V. The hallucinogens

A. Described
1. Include marijuana, nutmeg, mescaline, a chemical taken from peyote cactus and LSD-25, a lysergic acid derivative
2. Cause hallucinations and distortion and intensification of sensory perception
3. May induce panic, impulses toward violence, suicidal acts, and psychosis (LSD)

B. Medical uses - (LSD)
1. Considered an investigational drug
2. Researched clinically to produce no evidence of medical use
3. Stopped use in treating mental disorders, alcoholism, autistic or psychotic children and adults

C. Abuse reaction (LSD)
1. Need for extensive psychiatric treatment
2. Increase in heart rate, blood pressure, sugar
3. Uncontrolled emotional behavior
4. Loss of protective attitudes and judgment
5. Development of suicidal tendencies
6. Psychological addiction
7. Nausea, chills, flushes, irregular breathing, trembling
8. Insomnia
9. Dilated pupils necessitating constant need for dark glasses
10. No physical dependence
11. No withdrawal symptoms

VI. The narcotics

A. Described
1. Refinements of opium
2. Include morphine, heroin, dilaudid, codeine, and paregoric
3. Depress the brain and central nervous system
4. Legally classified as narcotics

B. Medical uses
1. Used to relieve pain
2. Used incorrectly for relaxation, to induce sleep

C. Abuse reactions
1. Dull instead of violent behavior
2. May result in death at an early age
3. Tolerance
4. Addiction; emotional illness; feelings of inadequacy, rejection, and loneliness; loss of interest in love, work, food, family life, cleanliness, recreation
5. Withdrawal symptoms - muscular aches, cramps, abdominal pains, nausea, convulsions

VII. The Solvents

A. Described
1. Will dissolve other chemicals
2. Will cause reaction from inhalation of fumes
3. Include gasoline, lighter fluid, ether, glue (which contains a solvent), lacquer thinner, kerosene, some cleaning fluids

B. Effects
1. Upset of the sense organs
2. Hallucinations
3. No physiological dependence
4. Serious anemia from sniffing glue
5. Damaged kidneys, liver and heart

VIII. Drug dependence and tolerance

A. Definitions
1. Drug dependence - an overpowering need or desire for a drug
2. Drug tolerance - the need for increased dosage to get the same reaction

B. Effects
1. Need for repeated doses to function with comfort
2. Overpowering urge to continue dosage for attaining a certain effect
3. Psychological dependence
4. Addiction
5. Organization of all life activities around a drug
6. Compulsion to get and use a drug regardless of cost

IX. Drug Laws and regulations

A. International
1. Control vested in three units under auspices of U.N.
2. No enforced powers

B. National laws
1. 1914 Harrison Act - first attempt to control narcotic abuse
2. 1922 Jones-Miller Act - established penalties for violators of Harrison Act
3. 1937 Marihuana Tax Act - brought marihuana under controls similar to those for cocaine and opium
4. 1956 Narcotics Control Act - established harsher penalties for violators
5. 1966 & 1968 Drug Abuse Control Amendment - brought amphetamines, barbiturates under stronger control Federal government assumed responsibility for rehabilitation

X. Rehabilitation of drug abusers

A. Detection of drug abusers
   1. Many problems present
   2. Confusing symptoms
   3. Almost impossible
   4. Exposure by family or friends
   5. Arrest for other violations
   6. Hospitalization or medical care for symptoms of drug use or other illness

B. Treatment
   1. Only with expert counsel
   2. In private expensive hospitals
   3. In Federal hospitals - Lexington, Kentucky; Fort Worth, Texas
   4. None available in local nor state supported hospitals in Maryland
   5. Sought by State Parole Board for addict
   6. Agreement with and by addict to remain in institution and accept treatment
   7. Parolee tested and treated while under Parole Office's jurisdiction
   8. Available in Baltimore City programs*

      Narcotic Clinic - Department of Mental Hygiene
      Mrs. Hubertine Marshall - Service for Drug Abuses
      Man Alive Program
      Project A D A P T

* New York's three step program - detection, treatment, and rehabilitation could serve as model for many states.

Note: Maryland State Drug Authority was established in 1969; will become fully operative in January 1970. The Authority will concentrate on rehabilitation of addicts.

Nov. 1969

Learning Activities:

Have students

- prepare a list of drugs and select names of drugs commonly associated with drug addiction.
- write a list of situations which may motivate an individual to abuse drugs. Follow with discussion.
- publish a weekly fact sheet in which they jot down facts in a "Did you know..." or other suitable format.
- establish and maintain a Fact or Rumor Center. A group of students would man a question box or station, research all information or statements and claims from questionable sources, and separate fact from rumor.
- collect pictures which show people of several ethnic groups displaying behavior that is common to all people. Discuss how people are more alike than different.
- discuss what drug addicts are really like.
- develop open-ended stories about drug abuse situations and have class discuss possible endings.
- write and participate in role-playing situations concerning drug abuse.
- make transparencies, posters, and drawings illustrating various aspects of drug use and drug abuse.
- establish a Drug Information Center to disseminate drug information within the community.
- plan a Parents' Day program so that parents can learn about the drug abuse problem and possibly become involved in preventing drug abuse.
- interview different authorities in the community to determine the best methods of rehabilitating drug addicts and conduct a symposium to present findings to the class.
- describe personal feelings under trying circumstance, e.g., frightened, angry, happy, sad, etc. Indicate several possible behavioral responses to these feelings.
- develop skits about physical and psychological drug dependence,

- drug use and drug abuse

- methods of introducing drugs into the body

- names and effects of drugs used by addicts

- reactions of family to knowledge that a member is a drug abuser

. collect newspaper and magazine articles and pictures concerning current drug abuse practices.

. prepare questions for interviews with authorities, e.g.,

- narcotic addict

- rehabilitation worker

- policeman from narcotic squad

- doctor and/or pharmacist

. collect examples of advertising which is intended to appeal to our "pill oriented" culture.

. spend approximately three hours during the week watching TV or listening to a favorite radio program and prepare a tally of the number of times that the commercials encourage the listener or viewer to modify his feelings, his behavior, or his outlook on life by using some substances which is supposed to produce the "desired" effect.

. develop a class resource file of clippings and articles. Use index cards for students to classify, annotate, and index clippings, articles, etc., for purpose of placing the materials in the school library vertical file.

. write to National Institute of Mental Health, World Health Organization, United Nations, and other national, state and local organizations for information on the incidence of drug use and drug abuse.

. write individually or in groups on the following:

- Should marijuana be legally classified as a narcotic?

- Are laws the answer to the drug abuse problem?

- Should "pot" be legalized?

- Should I join the gang or be a loner?

. Discuss need for research in area of drug abuse.

GLOSSARY OF SLANG TERMS

Drug abusers use a special language. It is important for the teacher to realize that these terms vary from time to time, and from locality to locality. <u>They are meant for the teacher's information, not for teaching purposes</u>.

ACID LSD... lysergic acid diethylamide
ACID HEAD... one who uses LSD
ARTILLERY... equipment for injecting drugs
BAD SCENE... a situation likely to result in unpleasant drug experience
BAD TRIP- BUM TRIP... an unpleasant experience with LSD
BAG... container of drugs
BAGMAN... one who supplies drugs
BALE... a pound of marijuana
BALL... a party; to have a good experience with drugs
BALLOON... a small packet of narcotics
BANG... an injection of narcotics
BELTED OUT... to be arrested
BIG JOHN... the police
BIRDS EYE... a very small amount of narcotics
BIZ... equipment for injecting drugs
BLAST, BLAST A JOINT... to smoke a marijuana cigarette
BLASTER... under the influence of drugs
BLOW HAY, BLOW POT... to make a marijuana cigarette
BLOW ONE'S MIND... to break with personal reality
BOMBIDO... injectable amphetamine
BOO... marijuana
BOOT... under the influence of drugs
BREAD... money
BUMMER... an unpleasant drug experience
BUSTED... to be arrested
CAN... approximately an ounce of marijuana
CAP... capsule such as "cap of LSD"
CATCH UP... to withdraw from a drug
CAMP... a drug abuser who won't reveal his source of supply
CHARGE... marijuana
CHIPPING... taking small amounts of drugs on an irregular basis
CHIPPY... one who uses heroin just occasionally
FLOATING... one under the influence of drugs
FLYING... under the influence of drugs
FOLD UP... to withdraw from drugs
FOOTBALLS... a combination of dextroamphetamine and amphetamine
FREAKOUT... a bad LSD experience
FUZZ... police or Federal agents
CEETIS... money
GET THE WIND... leave a place
GIVE WINGS... to teach a person to inject the heroin himself
GLUED... to be arrested
GONG... an opium pipe
GONG BEATER... one who smokes opium
GUIDE... a person who "baby sits" for the psychedelic user during a trip

GUN... eyedropper
HANG-UP... to withdraw from drugs
HAY... marijuana
HEAD (POTHEAD, ACID HEAD)... one high as much of the time as possible on LSD, marijuana, or hashish
HIT... to buy drugs
HORNING... sniffing narcotics
JOINT... a marijuana cigarette
JOY POP... an occasional injection of narcotics
JUGGED... to be arrested
JUNKIE... a narcotic addict
KICK THE HABIT... to stop using drugs
LAYOUT... equipment for taking drugs
LID... approximately one ounce of marijuana
LID-UP... to be under the influence of drugs
MAIN-LINE... to take drugs directly intravenously
MAKE THE TURN... to withdraw from drugs
(the) MAN... police
MANICURE... to prepare marijuana for use in a cigarette
MONKEY... a drug habit where physical dependence is present
MUD... opium which is smoked
MULE... one who supplies drugs
NICKEL BAG... five dollars of narcotics
NOD... to behave in lethargic manner when under the influence of drugs
ON THE GROUND... out of jail, on the street
ON ICE... in jail
ON THE NOD... under the influence of drugs
PACK... a packet of heroin
PANIC... a scarcity of drugs
PAPER... a prescription
PIECE... an ounce of narcotics
POKEY... jail
PSYCHEDELIC... mind-manifesting
PUSHER... a seller of drugs
PUT ON... to deceive or confuse intentionally
READER... a prescription
REEFER... a marijuana cigarette
ROACH... a marijuana cigarette butt
SCORE... to purchase drugs
SCORING... making a purchase of narcotics
SCRATCH... money
SHOOT... to take drugs by needle
SHOOTING GALLERY... a place where narcotics are used in injection
SKIN POP... to inject drugs under the skin
SNIPE... a marijuana cigarette butt
SNORT... to take drugs by sniffing through the nose
SPEED FREAK... one constantly high on amphetamines
SPIKE... a needle used for injecting drugs
SPLIT... to leave or run away
STASH... to hide illegal drugs
STICK... a marijuana cigarette
STONED... to be high on drugs
STRUNG OUT... heavily addicted
SWINGMAN... one who supplies drugs

TEA HEAD... a marijuana smoker
TEXAS TEA... marijuana
TRAVEL AGENT... in psychedelic terms, the person who provides the trip
TRIP... a psychedelic experience
TURKEY... narcotics of poor quality
TURN ON... to alter awareness, with or without chemicals
TURNED OFF... to have lost interest or enthusiasm for something
TWISTED... under the influence of drugs
WASHED UP... withdrawn from drugs
WEED-HEAD... one who uses marijuana

Nov. 1969

FOR FURTHER READING

Books and Pamphlets

Alpert, Richard, Sidney Cohen, and Lawrence Schiller, LSD (New York, The New American Library, 1966).

Andrews, George, and Simon Vinkensag, Book of Grass (New York), Grove Press, Inc., 1967).

Ausubel, David P., Drug Addiction: Physiological, Psychological, and Sociological Aspects (New York, Random House, Inc., 1958)

Barber, Bernard, Drugs and Society (New York, Russell Sage Foundation, 1967

Blum, Richard H., and Associates, Utopiates: The Use and Users of LSD 25 (New York, Atherton Press, 1964).

Brown, Joe David and Time Correspondents, (Eds.), "The Drugs they Use, "The Hippies (Time, Inc., 1967), pp. 171-192.

Burn, J. Harold, M.D., Drugs, Medicines and Man (New York, Charles Scribner's Sons, 1962).

Buse, Renee, Deadly Silence (New York, Doubleday + Company, Inc., 1965)

The Challenge of Crime in a Free Society: A Report by the President's Commission on Law Enforcement and Administration of Justice (Washington, D.C., U.S. Government Printing Office, 1967).

Chein, Isidor, and others, The Road to H: Narcotics, Delinquency, and Social Policy (New York, Basic Books, Inc., 1964)

Cohen, Sidney, M.D., The Beyond Within: The LSD Story, 2nd. Ed. (New York, Atheneum Press, 967

_____, The Drug Dilemma (New York, McGraw-Hill Book Company, 1969).

Conference Proceedings; Inhalation of Glue Funes and Other Substance Abuse Practices Among Adolescents (Held at Denver, 1967), (Washington, D.C. U.S. Government Printing Office, 1967).

DeBold, Richard C., and Russell C. Leaf (Eds.) LSD, Man and Society (Middletown, Connecticut, Wesleyan University Press, 1967).

Drug Abuse: The Chemical Cop-Out (New York, National Association of Blue Shield Plans, 1969).

Drug Abuse: Escape to Nowhere (Philadelphia, Smith Kline & French Laboratories, 1967).

Drug Decision Student Manual (Burbank, California, Lockheed Education Systems, 1969).

Drug Decision Teacher Manual (Burbank, California, Locheed Education Systems, 1969).

The Drug Scene(reprint) The New York Times (January 8-12, 1968).

The Drug Takers, A Time-Life Special Report (Time, Inc., 1965).

Eldridge, William Butler, Narcotics and the Law, 2nd. Ed. (Chicago, University of Chicago Press, 1967)

Endore, Guy Synanon (Doubleday & Company, Inc., 1968).

Fiddle, Seymour, Portraits from a Shooting Gallery: Life Styles from the Drug Addict World (New York, Harper & Row, Publisher, 1967).

Giordano, Henry L., The Dangers of Marihuana ... Facts You Should Know (Washington, D.C., Bureau of Narcotics and Dangerous Drugs, 1968).

Goldstein, Richard, 1 in 7: Drugs on Campus (New York, Walker and company, 1966).

Grass, Jack E. (Ed.), Respect for Drugs (Washington, D.C. Bureau of Narcotics and Dangerous Drugs, U.S. Department of Justice, 1968)

Handbook of Federal Narcotic and Dangerous Drug Laws (Washington, D.C. Bureau of Narcotics and Dangerous Drugs, U.S. Department of Justice, 1969).

Harms, Ernest (Ed.), Drug Addiction in Youth (New York, Pergamon Press, 1965).

Houser, Norman W., Drugs: Facts on Their Use and Abuse (Glenview, Illinois, Scott, Foresman and Company, 1969).

How Safe Are our Drugs? FDA Life Protection Series (Washington, D.C., U.S. Department of Health, Education and Welfare, 1968).

Hyde, Margaret O. (Ed.) Mind Drugs (New York, McGraw-Hill Book Company, 1968).

Johnson, George, The Pill Conspiracy (Los Angeles, Sherbourne Press, Inc., 1967).

Kitzinger, Angela, and Patricia J. Hill, Drug Abuse: A Source Book And Guide for Teachers (Sacramento, California, California State Department of Education, 1967).

Kron, Yves J., and Edward M. Brown, Mainline to Nowhere: The Making of a Heroin Addict (New York, Pantheon Books, 1966).

Larner, Jeremy, The Addict in the Street (New York, Grove Press, Inc., 1965).

Laurie, Peter, Drugs (Baltimore, Penguin Books, 1967).

Leech, Kenneth and Brenda Jordan, Drugs For Young People: Their Use and Misuse (New York, Pergamon Press, Inc., 1968).

Lindemith, Alfred R., The Addict and the Law, (Bloomington, Indiana, Indiana University Press, 1965).

Louria, Donald B., M.D., The Drug Scene (New York, McGraw-Hill Book Company, 1968).

_____, Nightmare Drugs (New York, Simon & Schuster, Inc., 1966).

Maurer, David W., and Victor H. Voge., Narcotics and Narcotic Addiction 3rd. Ed., (Springfield, Illinois, Charles C. Thomas, Publishers, 1967).

Modell, Walter, and Alfred Lansing, Drugs (Time, Inc., 1967).

Moscow, Alvin, Merchants of Heroin (New York, Dial Press, Inc., 1968)

Nowlis, Helen H., Drugs on the College Campus (Garden City, New York, Anchor Book A670, Doubleday & Company, Inc., 1969).

O'Donnell, John A., And John C. Bell (Eds.) Narcotic Addiction (Harper & Row Publishers, 1966).

Oursler, Will, Marijuana: The Facts; the Truth (New York, Paul S. Eriksson, Inc., 1968).

Proger, Samuel (Ed.), The Medicated Society (New York, The Macmillan Company, 1968).

Rosenberg, Bernard (Ed.) Analyses of Contemporary Society, II (Thomas Y. Crowell Company, 1967), pp. 303-342.

Saltman, Jules, What About Marijuana? Public Affairs Pamphlet No. 436 (New York, Public Affairs Committee, Inc., 1969)

_____, "What We Can Do About Drug Abuse," Public Affairs pamphlet No. 390 (New York, Public Affairs Committee, Inc., 1967).

Schoenfeld, Eugene, Dear Doctor Hip Pocrates (Grove Press, Inc., 1968).

Schur, Edwin M., "Drug Addiction," Crimes Without Victims (Englewood Cliffs, New Jersey, Prentice-Hall, Inc., 1965), pp. 120-168.

Solomon, David (Ed.), LSD: The Consciousness - Expanding Drug (New York, Gp Putnam's Sons, 1964).

_____, The Marijuana Papers (Indianapolis, Bobbs Merrill Co., 1966).

Stearn, Jess, The Seekers (GardenCity, New York, Doubleday & Company, Inc., 1969).

Surface William, Poisoned Ivy (Coward-McCann, Inc., 1968).

Take As Directe Our Modern Medicines (Cleveland, CRC Press, 1967).

Talalay, Paul (Ed.) Drugs in Our Society (Johns Hopkins University Conference on Drugs in Our Society) (Baltimore, Johns Hopkins Press, 1964).

Taylor, Norman, Narcotics; Nature's Dangerous Gifts (New York, Dell Publishing Company, 1966).

_____, Plant Drugs That Change The World (New York, Dodd, Mead & Company, 1965).

Vogel, Victor H., M.D., and Virginia E. Vogel, Facts About Narcotics And Other Dangerous Drugs (Chicago, Science Research Associates, Inc., 1967),

Whittle, R.G., Jr., A Discussion of Existing Activity and a Program for Future Research and Action to Counter Drug Abuse in the Baltimore Region (Baltimore, Regional Planning Council, 7-1 St. Paul Street, 1968).

Yablonsky, Lewis, Synanon: The Tunnel Back (New York, The Macmillan Company, 1965; Baltimore, Penguin Books, Inc., 1967).

PERIODICALS

Berg, Roland H., "Warning: Steer Clear of THC," Look, Vol 33, No. 8 (April 15, 1969) p. 46.

_____, "Why Americans Hide Behind a Chemical Curtain," Look, Vol. 31, No. 15 (August 8, 1967).

Clark, Marguerite, "Dangers of Drug Abuse," The PTA Magazine, Vol. 62, No. 9 (May 1968, PP. 8-11.

"The Crutch That Cripples," Today's Health, Vol. 46, No. 9 (Spetember 1968), pp. 11-12; 70-72; Vol. 46, No.10 (October 1968), pp. 12-15; 73-75.

"The Drug Generation," Newsweek, Vol. 73, No. 16, (April 21, 1969) pp. 107-108.

"A Drug Is A Drink Is A Smoke," Saturday Review, Vol. 50, No. 21 (May 27, 1967), pp. 25-26.

"Drug Use: An Emotional Storm Signal," The PTA Magazine, Vol. 62, No.7 (March 1968), pp. 25-26.

"Drugs and Narcotics: Illustions and Realities," Senior Scholastic, Vol. 94, No. 8 (March 21, 1969), pp. 5-10.

"Drugs: The Mounting Menace of Abuse," Look, Vol. 31, No. 16 (August 8, 1967), pp. 11-28.

"Drugs, Narcotics, and the Flight from Reality," Senior Scholastic, Vol. 90, No. 2 (February 10, 1967, pp. 4-12.

"The Effects of Marijuana," Time, Vol. 92, No. 25 (December 20, 1968), P.53.

Gimlin, Joan, "Legalization of Marijuana," Editorial Research Reports, Vol. 2, No. 6 (August 9, 1967).

Goddard, James L., "How Dangerous is Marijuana?" U.S. News and World Report, Vol. 63, No. 18 (October 30, 1967) p. 20.

Hollister, William G., M.D., "Why Adolescents Drink and Use Drugs," The PTA Magazine, Vol. 63, No.7 (March 1969), pp. 2-5.

"The Horror of Growing Drug Abuse," Look, Vol. No. (March 5, 1968). pp. 53-64.

"If Your Teen-ager Uses Pot," Business Week, (May 17, 1969), pp. 137-138.

"Is the Pot User Driven - Or in the Driver's Seat?" Time, Vol. 94, No. 4 (July 25, 1969), pp 64-65.

Johnson, Roswell D., M.D., "Why So Many Teenagers Fall for Marijuana," Parents' Magazine, Vol. 44, No.3 (March 1969), pp. 22; 58-61.

Labin, Suzanne, "Kid - Killers: A Night with the Drugged Children of America," National Review, Vol. 21, No.7 (May 6, 1969) pp. 434-435.

Listen: A Journal of Better Living, Vol. 22, No. 2 (February 1969).

Louria, Donald B., MD., "LSD _ A Medical Overview," Saturday Review, Vol. 50, No. 16 (April 22, 1967), pp. 91-92.

McKean, William J., "Encounter: How Kid Turn Off Drugs," Look, Vol, 33, No 8 (April 15, 1969), pp. 40-43.

"Marijuana Causes Psychic Dependence, " Today's Health, Vol. 45, No. (September 1967), p 13.

"The Marijuana Problem: Symposium," Newsweek, Vol. 70, No. 4, (July 24, 1967), pp. 46-50.

"Penalties and Programs," Time, Vol. 94, No. 4 (July 25, 1969) p.65.

Pollack, Jack Harrison, "Teen-Age Drinking and Drug Addiction," Nea Journal (May, 1966), pp. 8-12

"Pot and Parents," Time, Vol. 92, No.9 (August 30, 1968), pp. 44-45.

"The Proper Use of Drugs," Better Homes and Gardens, Vol. 45, No.5 (May 1967), pp. 20-25.

Rect[illegible], Milton G., "Drinking and Pot Parties," The PTA Magazine, [illegible]l. 61, No.7 (March 1967), pp. 4- 7.

Sauer, Louis W., "Dangers of the Drug Called LSD," The PTA Magazine, Vol. 61, No.1 (September 1966), pp. 31-32.

_____, "Your Adolescent's Health; Drug Abuse Among Teenagers," The PTA Magazine, Vol. 63, No.6 (February 1969), pp. 25-26.

Schram, Martin, "Addiction in the Suburbis," The Nation (September 19, 1966), pp. 242-245.

Sherif, Carolyn, and others, "Behind the Search for Kicks," The PTA Magazine, Vol, 60, No.1 (September 1965), pp. 4-8.

Shoben, Edward Joseph, Jr., "Dangerous Drugs: Volstead Exhumed?" The Nation, Vol. 207, No 10 (September 30, 1968), pp. 306-308.

Simon, William and John H. Gagnon, "Children of the Drug Age," Saturday Review, Vol. 61, No. 38 (September 21, 1968), pp. 60-63; 75-78.

"Some Questions and Answers About Marijuana," Senior Scholastic, Vol. 94, No. 8 (March 21, 1969), pp. 11-13.

"Students and Drug Abuse," Today's Education, Vol. 58, No. 3 (March 1969, pp. 35-50.

"Toward Personalized Prescriptions," Time, Vol. 94, No.5 (August 1, 1969), p. 60.

"Verdict on Marijuana," Newsweek, Vol. 72, No. 26 (December 23, 1968) p. 48.

"What About Marijuana?" National Review, Vol. 21, No. 11 (March 25, 1969), pp. 268.

"What's Wrong with Pot?" Newsweek, Vol. 70, No. 14 (October 2, 1967), p. 30.

Wolf, Leonard, "The Making of a Hippie," The PTA Magazine, Vol. 63, No. 5 (January, 1969), pp. 6-9.

Zeller, William W., M.D., "LSD: Growing Menace to Teenagers," Parents' Magazine, Vol. 42, No. 11 (November 1967), pp. 70-71; 141-148.

Zinberg, Norman E., and Andrew T. Weil, "A Scientific Report - The Effects of Marijuana on Human Beings," The New York Times Magazine (May 11, 1969), pp. 28-29; 79.